

READING ACTIVITIES

Book Four



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*Maintenance and Functional Exercises
for use with*

THE LAIDLAW BASIC READERS

Library Edmonton Normal School

READING ACTIVITIES • BOOK FOUR

Maintenance and Functional Exercises for use with The Laidlaw Basic Readers

To the Teacher: The broad purposes of this reading activities book are two-fold:

1. To give pupils practice in basic reading skills which lead to a mastery of the essentials of reading.
2. To permit pupils to be constantly aware of which skills they are practicing and how these skills will help them.

The methods of bringing about these purposes are also two-fold:

1. By addressing pupils directly on each page, telling them what to do and why they should do it.
2. By providing exercises that obviously make possible the learning that is expected of the pupils.

In this book activities precede selections when added preparation for reading with understanding seems desirable. Exercises follow all selections on which further work is desirable. These preparatory and conclusive exercises should be read strictly in conjunction with the appropriate selections in The Laidlaw Basic Reader. The teacher will note that all main exercise headings, indicating the beginning of work for a certain selection, are printed in **bold** type. All subheadings, indicating a continuation of work with a certain selection, are printed in *italic* type.

Following the exercise material covering a section of reading material in the reader, are review exercises. Following the review pages is a reading speed test. These tests are provided for the purpose of helping the teacher free pupils from the bad results of wasting time while reading.

The exercise material in this series of activities books supplements, and does not duplicate, the exercises in The Laidlaw Basic Reader. The activity books are offered with the thought that the exercises will provide additional training in the mastery of basic reading skills. These skills are listed at the end of the first selection in each of the Laidlaw Basic Readers, Four, Five, and Six.

Teacher and pupils alike will find the pattern of procedure clear, and the exercises interesting and helpful.

Preparation for Reading Laidlaw Basic Reader Book Four

Choose the Right Word

Perhaps you have forgotten some of the words you learned in your earlier readers. Perhaps you have forgotten some of the ways that help you read and

understand words. The exercises on this page and pages two and three will help you remember words and how to find their meaning.

Write on the blank lines in the paragraph below the words you think belong there. Choose the words from the list that comes before the paragraph. Several words may be used twice.

exciting	fighting	terrible	trail
slope	steep	wandered	bottom
almost	begged	bundle	straight
guide	mountain	promised	secret

John had an time when he worked as a
..... showing people the over the
..... One day some men told him they did not
need him. They would go up the, keep away from the
..... parts, and soon return to the camp. John let them go.
But they went up the part of the mountain, got out
of sight, became lost and all day. It
was really quite a experience that these
men had. At last John found them, and after that they always took a
.....

Words That Belong Together

1. Write, in pairs, the words below that begin with the same sound.

apple	daddy	gate	hay	has
candy	chair	farther	fox	dress
dash	game	appear	hang	hat
can	chicken	farmer	fork	drum

.....

.....

.....

.....

.....

2. Draw a line under each word below that tells about the size of something.

big	blue	small	large	brown
great	travel	little	town	house

3. Draw a line under each word below that names a color.

red	old	blue	young	busy
black	far	near	home	yellow

4. Draw a line under each word below that names something about a circus.

clown	city	tent	elephants	horses
books	school	dogs	peanuts	fun

5. Draw a line under each word that tells something about school.

teacher	dogs	books	class	cats
desks	pupils	calf	fruit	lessons

6. Draw a line under each pair of words below that sound alike.

there—bear	fall—tall	steep—sleep	learn—turn
all—man	child—held	lion—tiger	bell—fell

How Many Words Can You Find?

How many little words can you find in each of the words below? Write the little words on the blank lines. Read each word carefully before writing the little words.

answer

anything

butter

bunch

candle

handkerchief

farmer

hotel

become

freezer

trailer

fisherman

beefsteak

uncoupled

overlooked

skyscraper

Yellowstone

A Guide to Help You

Most school books have certain guides in them to help you. The first of these is the *table of contents*. In the *table of contents* are the names of the selections, the authors, and the page on

which each selection begins. This is a useful guide, and it is helpful to know how to use it. Doing the exercises below will give you practice in using the *table of contents* in your Laidlaw Basic Reader.

1. On what page does your table of contents begin?
2. On what page does a "Trip in a Trailer" begin?
3. Who wrote "Pioneer Songs"?
4. How many parts are there in the story called "The Good Little
Cranes Who Were Bad"?
5. What story starts on page 232?
6. Who wrote the poem called "Through a Shop Window"?
.....
7. How many parts are there in the story called "The Adventures
of the Peterkins"?
8. On what pages do you find speech lessons in this book?
.....
.....
.....
9. In what ways does the *table of contents* help you?
.....

Understand the Main Thought

You should always understand the main thought or idea in anything you read. Also, you should be able to remember many details, or less important facts, in what

you read. These exercises will give you practice in these two skills which are almost always used together. Gaining these two skills will improve your reading.

Safety in Travel

When we travel we should be as careful as we can. When we walk we should not go on dangerous places. When we ride animals we should not take foolish chances. When we ride bicycles we should

follow the rules of the road or the sidewalks. In trains or cars or buses or boats or airplanes we should do nothing to put ourselves or others in danger. We should learn to be careful travelers.

1. Put an X in front of the sentence below that best tells the main thought of the paragraph called "Safety in Travel."

..... We should not ride bicycles.

..... When we travel we should be careful.

..... We do not want to be hurt.

2. What are four ways of travel that are named in this paragraph?

.....
.....

3. In what ways have you traveled?

.....
.....
.....

Activities Following the Story "A Trip in a Trailer."

Your Own Experience Helps

The last question on page 5 asked you about something that you have done yourself. It gave you a chance to use your own experience in doing a reading exercise. When-

ever it helps you understand what you read, you should make use of your own experience. Here are some exercises that your experience will help you do.

1. Write a description of a trailer, or picture of one, that you have seen.

.....
.....
.....

2. Describe a river or a dam or a farm that you have seen.

.....
.....
.....

3. If you have ever been fishing, tell something about that experience.

.....
.....
.....
.....
.....

Remember Important Ideas

Details help make selections interesting or true or both. Some details are more important than others. These important details should be remembered, because

they are necessary to your understanding of what you have read.

The exercises here will give you practice in the ability to remember important details.

1. What river is called the "Father of Waters"?

.....

2. Why was the river water so brown?

.....

3. Why are dams important?

.....

.....

4. What household machinery was there on Uncle Henry's farm?

.....

.....

5. In what ways was Grandpa's farm different from the other farm they visited?

.....

6. What did Grandpa and Grandma say about being excited?

.....

.....

Preparation for Reading the Poem "On the Mississippi."

Learning New Words

You cannot read well or write well or speak well unless you know many words. So you can see that knowing many words is a great help, both in school and out. One

of the best ways to learn words is to find and write out good definitions of them. Find and write definitions for each of the words below. Use a dictionary if you need help.

1. trailer

.....

2. traffic

.....

3. delta

.....

4. steamboat

.....

5. restless

.....

6. tug-boat

.....

7. energetic

.....

8. whistle

.....

Preparation for Reading "A Sail with Captain Monson."

Use the Dictionary

Do you know what a dictionary can do for you, besides define words? It is a very helpful book in other ways. It tells you where to place the accent on words. It does this by having a little mark like this ' over the part of the word that is spoken louder than the

other parts. For example, the word *restless* is marked like this: rest'less. Then you know that the *rest* part is spoken louder—accented more—than the *less* part.

Look up the words below and copy each one the way your dictionary marks it.

1. striding

2. passing

3. delta

4. morning

5. moisture

6. follow

7. arranged

8. bucket

9. enough

10. steady

11. never

12. uncle

13. travel

14. trailer

15. among

16. supper

17. traffic

18. canyon

19. mountains

20. hotel

21. pilgrims

22. along

23. schooner

24. bother

25. buoy

26. channel

Activities Following the Story "A Sail with Captain Monson."

Finding Story Facts

It is possible to tell story facts in many ways. In this paragraph from "A Sail with Captain Monson," you will learn some story facts through the talking of one

of the people in the story. This person talks in an amusing way, but the paragraph gives real information. Read it, answer the questions, and see for yourself.

The Captain Speaks

"Now then, down this way. I'll show you your bunks. Here's the mate's cabin. Yes, sir, the mate's cabin, but I have no mate. So dig in there. Mine's over there. Here's my room and bath. Ha! ha! The only baths you'll get are buckets of salt water tossed over you on deck. No luxuries on this ship. No

luxuries. Good food and a soft bunk. That's as far as we go, far as we go. Well, make yourselves cozy, mates. I'll be off. Only two rules for passengers on this ship—don't get in the way, and don't get off the boat till we touch land. I don't want to have to stop and pick you out of the sea."

1. Were the bunks below or above the deck?

2. What two comforts did the captain say they would have?

.....

.....

3. How were they expected to bathe?

.....

.....

4. What two rules were they told to follow?

.....

Remember Important Details

Do you have much trouble in getting the main thoughts from whatever you read? If so, you need to think more as you read. There will be many more chances to practice that skill as you

read this book.

Now let's see how many details you can remember from the story called "A Trip with Captain Monson." Remember why details are important.

1. In the list of names of places and people below, cross out all the names that do not appear in the story. You should have 12 that are not crossed out.

Clarence	Bob	James	Jack	Smith
Uncle Bill	Aunt Alice	Cousin Fred		
Major Swanson	Captain Monson	Joe Pike		
Le Havre	Cherbourg	Lisbon	Africa	
Berlin	Rome	London	Paris	
Cowes	Madeira	Jersey	Azores	
Isle of Wight	Isle of Dreams	Spirit Island		
Falmouth	Plymouth	Portsmouth	England	

2. Write all the other details of any kind that you remember after your reading of this story. Do not read it again before doing this exercise.

.....

.....

.....

.....

.....

.....

Activities Following the Selection "Word Travelers."

Understanding Words

Sometimes if you look closely at words you do not seem to know, you will recognize certain parts that you know. You know, for example, the word *rest*. But you may not know the word *unrest*. But when you see the word *rest*,

and know that *un* means *no* or *not* or *lack of*, or *take off*, you know that *unrest* means no rest, or lack of rest and quiet. When words are put together this way, try to see the part you know. That will help you understand the whole word.

Separate the parts of the following words. Write each part on a blank line.

1. unrest
2. unsafe
3. uncover
4. unlock
5. unprepared
6. unready

The letters *dis* in front of a word often mean *not*, also. Do this exercise as you did the one above.

1. discourteous
2. disobey
3. displease
4. disagree
5. disapprove

Remember Important Details

The story about word travelers told you many words that came into our language from other countries. How many of the places these words came from can you remember? It is help-

ful to remember details like these. They are, of course, the most important part of the article. Write on each blank line below the name of the country from which each word came.

1. automobile
2. chauffeur
3. cafeteria
4. chili con carne
5. garage
6. kindergarten
7. adagio
8. pencil
9. delicatessen
10. finale
11. dachshund
12. allegro
13. piano
14. café
15. restaurant
16. tamale

Activities Following the Story "A Heroine of the Great Snow."

Value in Reading

Everything you read should have some honest value. It may tell you something that is true or could be true; or it may be a story or poem that is full of beauty; or it may bring you real fun. But whatever its purpose may be, it should be worth

reading.
Read the following paragraph to see how much is told you in a short space. As you answer the questions you will see how much value there is in good reading material. Learn to look always for such story value.

A Story Begins

It was late February. For some days the skies had been clear and there was a promise of spring in the air. On the great Nebraska prairies, spring often came early and then, without warning, winter would return again. As Eve Evenden walked along the road to the little country school where

she taught, she thought how pleasant it was to feel the warm air again. Spring was beautiful on these broad, wild prairies, which were slowly being made into farms by people who had come from across the ocean to make their homes in this new land.

- 1. In what month does the story begin?
- 2. Was there any thought about spring?
- 3. In what state does the story begin?
- 4. What warning is there that winter may return?
.....
- 5. What is the name of the teacher in this story?
- 6. What was the teacher thinking as she walked to the school?
.....

Write It in Your Own Words

This page will give you practice in writing in your own words what others have written in theirs. This practice will give you another way of finding out how well you understand

what you read. If you can express something in your own words, you really understand it. Follow the directions below, and you will find practice in this skill.

1. Turn to page 58 in your Laidlaw Basic Reader. Read the paragraph beginning with the teacher's full name. Then write in your own words all the information in that paragraph.

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.....

.....

2. Turn to page 69. Read the last paragraph in the story. Then express in your own words all that is written there.

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Preparation for Reading "A Boy in India."

Adding Parts to Words

Sometimes a part you do not know is added to a word you do know. Always try to recognize the part you do know, and you will usually find the meaning of the whole word. Often the letters at the ends of these words do not change the real meaning of the word. For example, you know

that the word *real* means true or actual. So if you add *ly* and say "He's *really* going," you still mean "He's truly going," or "He's actually going." The real meaning is not changed.

Separate the words below into the main parts and the added parts.

1. really
2. beginning
3. fewer
4. spending
5. lender
6. wisely
7. learning
8. wasted
9. outer
10. listened
11. creepers
12. scrubbing
13. kindly
14. quickly

Making One Word from Two

Some words are formed by putting two words together. These are called *compound* words. Sometimes the compound word will seem hard, but when you recognize

its parts it may be easy. Below is a list of compound words. In the blank lines write the two words that make up the compound word. This helps you recognize words.

1. everything
2. grandfather
3. someone
4. afternoon
5. blindfold
6. goldsmith
7. schoolroom
8. tiptoe
9. womenfolk
10. something
11. outside
12. cannot
13. sunlight
14. runaway
15. everyone
16. schoolhouse

Activities Following the Story "A Boy in India."

Find it in Your Book

The exercises and questions below will give you more practice in finding, or locating paragraphs in a book. They will also give you practice in un-

derstanding the main thought and remembering details. Follow the directions carefully, as directions are always important.

1. Find the story paragraph on page 71 of your Laidlaw Basic Reader. Read the paragraph, then write what Totaram and Bala did instead of going to bed.

.....

2. Find and read the third paragraph on page 73. What did Totaram see?

.....

.....

.....

3. Find the last paragraph on page 81. What is the main thought of this paragraph?

.....

.....

.....

.....

Where to Find More Knowledge

Many times you run across things in your reading that you want to know more about. There are usually several places where you can get this information. Sometimes it will be in other schoolbooks, such as your geography or history books. Sometimes it will be found in books called reference books or encyclopedias.

These are big books and will probably be in your school or

class library. Everything in these books is listed by letters of the alphabet, under A, B, C, and so on. Thus Atlanta is under the A's, Buffalo under the B's, and Chicago under the C's.

The best way to find out about these books is to look at them yourself, and find information in them. For that purpose, find out a few facts about each of the following places.

1. Pennsylvania

2. California

3. England

4. France

5. India

6. Nebraska

Always Use Your Reading Skills

You should be able to use your reading skills in all your reading. When you read other subjects—geography, history, arithmetic and others—you should use all the skills learned in your reading classes.

When you read geography, for example, it is very important to know the main thoughts, remember the details, and use your experience.

Read the paragraph below, and do the exercises following it.

Friend and Enemy

Nature is man's friend, and also his enemy. The geography of our country shows this. Think of our many lakes and rivers, which supply means of transportation, sources of irrigation, fish for food and sport, and other good things. But we must think also of the dangers of rivers.

Sometimes they flow over their banks and kill people, destroy property and in many ways show themselves the enemy of man. Part of the study of physical geography is a study of what nature has given man, and what man has done with these gifts.

1. In what ways is nature man's friend and also his enemy?

.....

.....

.....

.....

2. What is your meaning of the words "physical geography"?

.....

3. What reading skills do you need most in reading this paragraph?

.....

.....

Review Activities Following the Section

“Knowledge—People and Places.”

This page and the next will be experience and review pages. The question is this: What do you remember *best* about an experience you have had with seven of the subjects in the list below and on page 22?

1. a trailer

2. a night in a camp.....

3. a big city.....

4. a big river.....

5. a national park.....

(Continue on page 22)

6. fishing

.....

.....

7. a foreign country

.....

.....

8. a sailboat

.....

.....

9. a train

.....

.....

10. a time when knowledge of people or places was useful

.....

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.....

Do You Read Fast Enough?

The speed with which you read is of some importance, too. You should not try just to be a fast reader. You should learn to read without wasting time while you do it. Do not let anything take your thoughts away from what you are doing. Wasting time is what makes most slow

readers slow. Your teacher will time you while you read page 10 of your Laidlaw Basic Reader. Do not start reading until she tells you to. When you have finished reading page 10, and have done the exercises on this page, raise your hand to show the teacher that you have finished.

1. To whom were they going to say good-by?

.....

2. Who rode in the front seat?

.....

3. Who rode in the back seat?

.....

4. What did Barbara say the trailer looked like?

.....

5. Where were they to meet Uncle Tom and his family?

6. At what time did they have lunch?

7. What does it say on page 10 that Father was interested in?

.....

8. Who said he would look after everything on the farm?

.....

Activities Following the Story "The Search for the Beautiful."

Remember Important Details

How well do you remember the details of the story called "The Search for the Beautiful"? Your

ability to answer the questions on this page and the next will show you.

1. Did Karl live in a big city, a village, or on a farm?

.....

2. Was his home in a valley or on the prairies?

.....

3. Write in your own words the wonderful experience that Karl had in the chapel.

.....

.....

.....

.....

4. When Karl was tired and sore and aching, what did he think he wanted most?

.....

5. What was the bad news Karl received?

.....

(Continue on page 25)

6. What did Karl do when he heard the bad news?

7. Why was it hard for Karl to change his plans?

8. Why do you suppose he became happier as he came nearer home?

9. What did he think of the garden when he saw it again?

10. What picture did Karl decide to paint?

11. What other details can you think of that make this story interesting?

Finding Beauty

There are many kinds of beauty. In the illustration on page 90, several kinds of beauty are pictured. See how well you can tell about these kinds of beauty. Remember that it is important to be able to see and appreciate beauty, and also to be able to tell about it. The exercises here will help you gain that ability.

Study the illustration carefully. Decide how many different kinds of beauty are pictured there. Are they all paintings? Are the paintings all about nature? Ask yourself these and other questions before writing your own thoughts about the kinds of beauty shown here. Be sure that you see everything in the picture.

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.....

What Beauty Have You Seen?

Beauty is something everyone knows about. Many people see something beautiful every day. What beautiful things have you seen that

you can write about? Choose three from the list below and write about their beauty. Choose those whose beauty interests you most.

1. Birds

2. Buildings

3. Animals

4. Flowers

5. People

Activities Following the Poem "Day!"

How Would You Say It?

Beauty is often found in poems. Poets are very fond of beauty. They like to take something that is beautiful to them and make it beautiful for us by the word pictures they create. When we appreciate these word pictures we see beauty too. We know just what the

poet means, and we can tell what he means. To make sure that you appreciate the word pictures in the poem on page 99 of your reader, do this exercise: fill in, in your own words, what the poet describes in each part of the poem. Do this as fully as you can.

This is the way the morning dawns,

.....

.....

.....

.....

This is the way the sun comes up,

.....

.....

.....

This is the way the daylight dies,

.....

.....

.....

Activities Following the Story "A Great Child Musician."

Choose the Right Answer

In the following exercises read the question and the possible answers and mark the right one.

Read each carefully before marking one. This will give you practice in understanding what you read.

1. How old was Wolfgang when he first asked to be taught?

..... He was three.

..... He was twelve.

..... He was five.

..... He was four.

..... He was ten.

2. Why did Wolfgang's father change his mind?

..... He felt sorry for the boy.

..... Wolfgang showed that he could play.

..... Mrs. Mozart wanted him to be taught.

3. What was Mozart's greatest work?

..... Playing the piano and organ.

..... Copying music in secret.

..... Writing music of his own.

..... Playing the violin.

..... Teaching others.

Remember Important Details

Fill in the blanks to complete each of the following part sentences. This is a further test of your memory of the details of "A

Great Child Musician." Use your book to help you find the answers, if you cannot remember all of them. Try first without your book.

1. Mozart's first name was
2. He called his sister
3. Their father was an important
4. When Mozart's father and another musician saw that the boy could write music as well as play it, they called him a
5. The children gave concerts all over
6. They played also in, England.
7. Wolfgang liked the colorful beauty of
8. Mozart first played the organ for the
in the at Ips.
9. It was in that they played before the king.
10. The Sistine Chapel is in, Italy.
11. Mozart wrote his first opera in, Italy.
12. Mozart was one of the greatest writers of

Understand the Main Thought

The paragraphs below are new to you. They are about different kinds of beauty. After each para-

graph write the main thought. Be sure that you read each paragraph carefully.

1. There are many kinds of beauty. The poet makes beauty with his words. The painter makes beauty with his drawing and his paints. The composer of music makes music with notes that become sounds when they are played by a musician.

2. John walked in the soft meadow on his father's farm. Above him birds sang. High above was a cloud of most marvelous whiteness. Everything in nature seemed to be busy making beauty. John walked on. He loved walking in the meadow.

3. Before the days of printing, much of the writing was done by monks. These monks wrote with great care and thought of beauty. They formed their letters beautifully, and made beautiful decorations on their pages. They were proud of their work, and proud that it was beautiful.

Preparation for the Selection "Your Own Music Box."

Finding Words in Words

Many words have letters in them that make smaller words. It is sometimes helpful to recognize these smaller words if the whole word seems hard to pronounce or understand. For example, some-

one might not know the word *captain*, but probably could get a start by knowing the word *cap*.

On the blank lines below write all the small words you can see in each word in the list.

1. summers
2. corner
3. foreigners
4. already
5. across
6. below
7. wonderful
8. restaurant
9. allegro
10. rapidly
11. carefully
12. fortunately
13. inside
14. beginning
15. singing

Activities Following the Selection "Your Own Music Box."

For Better Speech

Your speech lessons and practice contribute to beauty in a very real way. We speak many times every day. If we know how, and care to, we can speak words so that they contribute to beauty. We should know the proper sounds of words, and the proper way to speak them

so that none of their beauty is lost. This is something we should think of all the time, and not just when we have speech lessons.

These exercises will help you make certain that you fully understand the speech lesson called "Your Own Music Box."

1. What are the main thoughts in this lesson?

.....

.....

.....

.....

.....

2. The two strings in your music box are called

.....

3. The word that describes a voice as high, low, or medium, is

.....

4. The word that means loudness or softness of tone, is

5. The word that tells of the pleasantness or harshness of the voice

is

Variety in Your Voice

In order to get voice variety, you must express different ideas in different ways. Do not use the same dull or excited voice all the time. Make your voice suit the

idea. Put an X in front of the words that tell how you would say each of the following sentences. Then practice really saying them as they should be said.

1. "Hey, Ed Monson!"

..... soft voice loud voice low voice

2. "Can we go with him?"

..... questioning voice voice of command

3. "Ahoy there, give us a boat!"

..... quiet voice voice of command

4. "Heigho! as the captain says, let's go!"

..... enthusiastic voice low voice

5. "Children, come over here by the stove while we decide what to do."

..... dull voice quiet voice of request

6. "Get out of the way, quickly!"

..... slow voice excited voice

7. "And then he became very sick."

..... high voice quiet voice

8. "This way to the circus, folks!"

..... forceful voice low voice

Another Helpful Guide

Another guide that you should know about and use is the *glossary*. A *glossary* is a list of words pronounced and defined for you. They are always used in the

book in which the *glossary* appears. You have a *glossary* in your reader. The exercises below will help you learn to use it so that it will give you real help.

1. Turn to page 377 of your reader. Look at the fourth letter in the first column. It is the letter *à* with a dot over it. That *à* is pronounced like the *a* in *ask*.

Now look at the first letter, the *ā* with a straight line over it. That *ā* is pronounced like the *a* in *fate*.

Now look at the second letter in the second column, the *ě* with the curved mark above it. That *ě* is pronounced like the *e* in *end*.

Look now at the first word in the list: *abated*. Notice the way the vowels are marked, and notice also the accent mark. With the information you have, how can you be sure that you pronounce the word *abated* correctly?

.....

.....

.....

.....

2. What do you find, in a glossary, besides the way in which to pronounce a word?

.....

.....

3. Draw a line under the words that show how the words in a glossary are arranged.

by the alphabet by their order in the book by order of importance

Use the Dictionary.

Before you can look up words in a dictionary you must know at least their beginning letters. You must know the order in which they will appear in the dictionary. This page will give you practice in arranging words according to the alphabet. Remember that if several start with the same first letter you must

arrange it by the letters that come next. *Amaze*, for example, would come before *amount*, because the third letter in *amaze* comes before the third letter in *amount*, and the first two letters are the same.

Write the words in the right order on the blank lines. *Along* will be the first word.

march along

climb

against

chew

lines

fire

eat

first

drag

happen

garden

along

may

limb

Preparation for the Selection "The Little Boy Who Loved Trees."

Tell What It Means

Do you try to remember each new word as you learn it? You should do that, in order to build a good vocabulary. Write the meaning of each of the words below. Write the meaning in your own words, even though

you may use a dictionary. Never copy a dictionary definition. A word is not really your own until you have expressed its meaning in your own words. After learning it, you should use it.

1. springtime

.....

2. cozy

.....

3. dreamer

.....

4. sketches

.....

5. landscape

.....

6. paintings

.....

7. easel

.....

Activities Following the Selection "The Little Boy Who Loved Trees."

How Long Can You Remember?

Sometimes when you read several stories of the same general kind, you forget the details that belong in each story. Below is a list of happenings from three stories: "The Search for the Beautiful," "A great Child

Musician," and "The Little Boy Who Loved Trees." Place an X in front of each fact that is told in "The Little Boy Who Loved Trees." Use your book if you need help in finding the answers.

- He was famous while very young.
- He found beauty at home after long travels.
- He loved the beauty of his country home.
- His fame came to him late in life.
- He was once a clerk in a dry goods store.
- His father was a musician.
- He worked for a while, then traveled again.
- He went to Italy to study painting.
- He was very generous to beggars.
- He was happy whether he sold pictures or not.
- He lived most of the time in Italy.
- He lived most of the time in France.
- He traveled through many lands.
- His pictures became very valuable.

Can You Remember Story People?

Most stories tell about people. Most good stories tell about people, or characters, whom you can remember. Having such characters is a good proof that the story gives honest value. Of course you have

to do your share too. You should appreciate the characters when they are interesting. How many of these characters or real people mentioned in the lists below can you remember well?

1. Draw a line under the name of the one you liked best, and write why you do, on the lines below.

Dick Tommy Barbara Uncle Tom

Captain Monson Wolfgang Mozart

Uncle Bill Eve Evenden Totaram

Pete Souchak Jai Karl

Nannerl Camille Corot Leopold Mozart

.....

.....

.....

2. What character or real person that you have read about in some other book, do you like best? Tell why.

.....

.....

.....

.....

.....

Activities Following the Selection "The Troublesome Twins."

Pronounce Words Correctly

It is very easy to pronounce words carelessly. But when you think about them it's just as easy to pronounce them correctly. The way you pronounce words is one of the ways of showing what kind of person you are. If you are careless about that, people may think you are careless

about other things, and probably you are. It is better to be careful about words, and it is easy after you get the habit. Below is a list of words spelled in the way some people pronounce them. Correct the spelling and then pronounce the word as it should be.

- rithmetic
- becuz
- befur
- evry
- famly
- generly
- jogerphy
- goverment
- misable
- particler
- praps
- probly
- tempercher
- vilin

Activities Following the Poem "Mockery"

Your Experience Helps You Understand

It is easy to like and appreciate poems when you have some personal knowledge of what the poems tell about. When a poem is about something in nature that you have seen, you can appreciate it easily. Then you have seen what the poet saw, and he has made word pictures so that what he saw and you saw will never be forgotten.

Whenever you read poems, use your experience to help you appreciate them.

The exercises below will help you think of any experience you have had to help you appreciate the poem on pages 121-122. After thinking of each word picture, tell what experience you have had that may be something like it. It need not be just like it.

1. The moon was shining through the trees near home.

2. I went outside to see the moon better.

3. I ran barefoot on a dusty road.

Preparation for the Selection "The Golden Age of Greece."

How Would You Say It?

In the exercise below you will have more practice in saying in your own words what others have said in theirs. Read the para-

graph carefully, then write the thought of each sentence in your own words. Try to express each thought completely.

Beauty of the Past

Sometimes we think that all good things are products of our own time. But we should not think that the people of the past did not know beauty. They had beauty of all kinds thousands of years ago. The ancient Egyptians

had it, the Greeks, the Romans, all the old countries produced beauty in many forms. We must not think of our own time as the only time of importance in the world's history. We should see also the glory of the past.

Build a Better Vocabulary

One of the interesting ways to build your vocabulary is to find or think of words that mean about the same as the words you have in a list or story. Words that have

about the same meaning are called *synonyms*. Write *synonyms* on the blank lines for each word in the list. The example below shows *wealthy* as a synonym of *rich*.

1. rich wealthy
2. great
3. powerful
4. leader
5. fortunately
6. graceful
7. famous
8. endeavor
9. harmful
10. speakers
11. beautiful
12. courageous
13. splendid
14. lonely
15. large
16. polite

Build Your Vocabulary

It is also helpful in building your vocabulary to know words which mean the opposite of words you find in a list or a book. Words

with opposite meanings are called *antonyms*. Write *antonyms* for each word in the list below. Number one is an example.

1. hot cold
2. able
3. honest
4. wise
5. right
6. ancient
7. enemy
8. extravagant
9. splendor
10. simple
11. everyone
12. exquisite
13. failure
14. civilized
15. disobeyed
16. big

Activities Following the Selection "The Golden Age of Greece."

Remember the Main Thoughts

One of the most important facts to learn about reading is that it is used in the study of all your school subjects. You should be able to use your reading skills whenever you read. You should never think of them as being useful only in read-

ing class. It is important, for example, to know the main thought in history reading, and the details too. The exercises below will help you to think about the main thoughts in the story "The Golden Age of Greece."

1. What is the main thought of the part called "A Great Man of Athens"?

.....
.....
.....

2. What is the main thought of the part called "The Beauty of Athens"?

.....
.....

3. What is the main thought of the part called "Other Great Men of Athens"?

.....

4. What is the main thought of the part called "Boys and Girls of Athens"?

.....
.....

Remember Important Details

Test your memory of the details of the article on the beauty of ancient Greece by answering the

questions below. Draw a line under the words that make the right answer.

1. Athens had to be rebuilt because
it had been burned. an earthquake destroyed it.
2. At this time Athens chose for its leader
Pericles. Demosthenes. Socrates.
3. The greatest orator in Athens was
Socrates. Pericles. Demosthenes.
4. The greatest sculptor was
Pericles. Socrates. Phidias.
5. The greatest thinker was
Phidias. Demosthenes. Socrates.
6. Pericles was a leader for
ten years. fifty years. thirty years.
7. The Acropolis was
a statue. a wooden horse. a hill.
8. The Parthenon was
a man. a temple. a race.
9. The "Winged Victory" was
a race-horse. a picture. a statue.
10. In Athens
no one cared about government. most people were interested in government.

Review Activities Following the Section “Beauty—Artists and Ideals.”

The exercises on this page and the next will help you review some of the stories and poems you have read in the part of your book called *Beauty—Artists and Ideals*.

1. Who are the painters, real and in story, that you have read about in this part of your book?

.....

2. What musicians have you read about here?

.....

.....

3. What have you learned about music?

.....

.....

.....

4. What have you learned about speech and your voice?

.....

.....

.....

.....

.....

(Continue on page 48)

5. How do the poems in this part of your book add to your understanding of beauty?

.....

6. What have you learned about artists and painting?

.....

.....

.....

7. Write to show that this is true: Beauty is something that people have known and cared about for a great many years.

.....

.....

.....

8. Why do you think beauty is important?

.....

.....

.....

.....

.....

Do You Read Fast Enough?

Do you read without wasting time? After your teacher is sure that you understand what you read, she will be able to tell you about speeding up your reading. If you are slower than you should be, you must practice till your speed comes up.

Remember—the important thing is not to waste time. When the teacher tells you to, turn to page 114 in your Laidlaw Basic Reader, read the page, then do the exercises below. As soon as you have finished, raise your hand.

1. How did Corot feel on days when he had done his work well?

.....

.....

2. What did Corot do on Sunday mornings?

.....

3. How did Corot speak of his mother?

.....

.....

4. In what city was his winter home?

.....

5. Where did he go in the springtime?

.....

6. Would you say after reading this page that Corot was a kind and good man, or a selfish and unkind man?

.....

Preparation for the Play "Daniel Boone in Trouble."

Use the Dictionary and Glossary

To help you pronounce words a dictionary or glossary does these things: divides the word into syllables, marks the vowels to show their sound, places an accent on the part to be spoken louder than the part without accent, and spells the word to show how it sounds, when such spelling is helpful. For example, the word *exult* is divided into syllables thus, ex ult. The e is like this, ě. The accent is like this, ex ult'. The

pronouncing spelling is ěg zult'. Thus when you know the sound of ě (and your key to pronunciation tells you) you can be certain that you are pronouncing the word *exult* correctly.

It is just as easy to pronounce all words correctly. Practice with the following list. Divide the words, mark the vowels, place the accent, and spell them for pronouncing. Use your dictionary.

1. comrade
2. plentiful
3. daybreak
4. wigwam
5. squad
6. ransom
7. angrily
8. thankful
9. traitor
10. silence
11. rifles
12. surrender

Activities Following the Play "Daniel Boone in Trouble."

Main Thoughts in a Play

When you read a play you use all your regular reading skills. There are main thoughts in it just as there are in other kinds

of writing. This page of activities will give you practice in the reading skill of understanding the main thoughts.

1. Put an X in front of the sentence that best tells the main thought in Scene I of this play.

..... Kenton had three pounds of salt.

..... Boone was captured.

..... The pioneers wanted to fight.

2. Put an X before the sentence that best tells the main thought in Scene II.

..... The officers wanted to ransom Boone.

..... Mingo and Boone had a contest.

..... Boone went away with the Indians.

3. Put an X before the sentence that best tells the main thought in Scene III.

..... The pioneers thought Boone had left them.

..... Boone came back.

..... Kenton believed in Boone.

4. How would you express the main thought of the whole play?

.....

Remembering Characters in a Play

A play is not good unless it has interesting characters. Every important character must do something or say something that helps you remember him. If the charac-

ters are interesting, the play gives you good value. To find out about your memory of the characters do the exercises below. Express your opinions as fully as you can.

1. What do you think of Daniel Boone?

.....

.....

.....

.....

.....

2. What is your opinion of Kenton?

.....

.....

.....

3. What do you think of Black Fish?

.....

.....

4. What is your opinion of Wilson?

.....

.....

.....

Find Out More about It

Whenever you find a subject that interests you, you should know where to find more information about it. For example, if you wanted to know more about Daniel Boone, where would

you find more? Well, the best way to answer is to find out by doing. In answering the following questions you will get practice in finding information.

1. What other states besides Kentucky did Boone live in or work in?

.....
.....

2. Where was Boone born?

3. Where did he do his first exploring?

.....
.....

4. Was Boone given great rewards for his services as an explorer and settler?

5. Write here several other interesting facts you can find about Boone.

.....
.....
.....
.....
.....
.....

Preparation for the Story "How Forked Lightning Became Chief."

How Would You Say It?

How would you say in your own words what is said in each paragraph below? This reading skill—this ability to express the thoughts of others—helps you in at least two ways. It makes certain that you understand what you read, and it gives you practice in expressing yourself. This skill is an easy one to practice.

1. Not all Indians of our early American history were dangerous. Many of them were willing to share the land and the inland waters with the white strangers. But when the white men showed that they wanted to drive out all Indians, it was natural that the Indians fought.

.....

.....

.....

.....

.....

2. Pioneers and explorers like Daniel Boone had to be as skillful as Indians in traveling and hunting. They had to know how to live in a wilderness, to find their own food, and to build their own shelters.

.....

.....

.....

.....

Activities Following the Story "How Forked Lightning Became Chief."

Think for Yourself

As you know, there were many Indians in this country before the white men came. They had laws and customs or habits to rule them. They had among them many brave men and many wise ones. The

story about Forked Lightning may not really be true, but such things could have happened. To help yourself believe that it could have been true, answer the questions below after thinking about them carefully.

- 1. Why would the Indians need a new chief?
.....
.....
- 2. Why would they have contests to choose the chief?
.....
.....
- 3. Why would they choose a chief from another tribe to be the judge of the contests?
.....
- 4. Why was Forked Lightning the real winner?
.....
.....

Use the Dictionary

This page will give you more practice in marking words to show where the accent comes in pronouncing them. Remember that you find out how to place the accent by finding the words in the dictionary. Do not define these

words. Just divide them as the dictionary does, and place the accent marks. Notice that some words have more than two parts. Place the accent marks carefully, so that they are perfectly clear.

1. Indians
2. wisdom
3. eagle
4. hesitates
5. sixty
6. valor
7. active
8. tomorrow
9. costumes
10. wigwams
11. arrange
12. command
13. council
14. wrestler
15. contest

16. anxiety
17. determine
18. dispute
19. target
20. announce
21. condition
22. already
23. together
24. although
25. victory
26. defeat
27. declare
28. skillful
29. whoever
30. honest

Express Your Feelings

When you read a story that tells the good and bad things about people, you have different feelings about them. You want one person to win. You want another to lose. The feelings you have about the story characters help you enjoy

the story. When you find that you care how the story comes out, you like it better. These questions on "How Forked Lightning Became Chief" will help you see whether or not you cared about the people and the way the story came out.

1. Whom did you want to see win the contest?

..... Why?

.....

.....

.....

2. Why did you want the other Indian to lose?

.....

.....

.....

.....

3. Do you agree that the neighbor chief was a good judge?

Why?

.....

.....

.....

Activities Following the Poem "Tribal Roll Call."

For Better Speech

Now and then it is fun and helpful to read aloud sentences that are hard to say clearly. By doing this you get practice in making different voice sounds	quickly. Read the sentences below silently. Then your teacher may let you say some of them aloud. Make every word clear.
--	--

The actions of the ambitious ant were amusing.

Bob was breathless from bouncing the big black ball.

Catherine canned cabbages and carrots in a cannery.

Drive me down to Dover in a dray.

Ed will eat the eggs this evening.

First find the fashion that fits Fanny's face.

Get me the groceries that go to the Gumps.

Hand me the hatchet that hacked down the hut.

Irving invited Isabel to the ice party.

John and James enjoyed the jolly juggler.

Let's make a loop in the long lariat.

Move the mower down to the meadow.

Near the old nest was a neater new nest.

She opened the oven and out came the omelet.

Paul pushed the paddle in the pool.

The restless rabbit ran around the ring.

Stand still till six sailors slip by silently.

Tap the tight drum top to still the tall talkers.

Use Your Glossary

Below is a list of words. They are all from the glossary in your reader. They are not now in any order. List them in alphabetical order on the blank lines. Then find each word in the glossary and

copy everything that comes after each one except the definition. This will help you in syllable division, pronouncing spellings and markings, and accent, and give you practice in using a glossary.

1. sheik
2. stifling
3. shrewd
4. triple
5. uneasy
6. zigzag
7. saber
8. attire
9. ahoy
10. crest
11. crevice
12. duet
13. extravagant
14. craftsmen
15. Sioux

Activities Following the Story "The Boy Who Saved a Regiment."

Finding Main Thoughts

In stories that have a great deal going on in them, there may be several main thoughts. In your reader such stories are divided into parts. On this page you are asked to write the main

thought for each of the two parts of the story and then for the whole story. Express these main thoughts fully, using the names of characters when necessary.

1. The main thought of "Who Gets the Powder Horns."

.....

.....

.....

2. The main thought of "Jabez Becomes a Hero."

.....

.....

.....

.....

.....

3. The main thought of "The Boy Who Saved a Regiment."

.....

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How Would You Say It?

You know that poems have word pictures to show you what the poet saw, and what he wants you to see. But it is not only poets who make these word pictures. There are often good ones in stories. Below and on page

62 are some word pictures from the story "The Boy Who Saved a Regiment." How would you make in your own words the word pictures given on these pages? Do not leave out anything important.

1. A tall, thin Vermonter, whose uniform was a wool blanket wrapped around him to his knees, laughed loudly from the door of his log hut as he made fun of the soldier lad.

.....
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.....
.....
.....

2. Young Jabez jumped to the top of a huge rock and with the importance of a turkey-cock waved his arms to command attention.

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.....
.....
.....

(Continue on page 62)

3. The soldiers pressed back to make way for General Washington as he went out of the hut, stooping low that his head might escape the roof beams.

.....

.....

.....

4. Then Jabez would look out across the valley and perhaps see an American regiment at drill, without uniforms, ranks half-filled, looking like scarecrows.

.....

.....

.....

5. The powerful horse he rode was covered with lather, and its heaving sides were marked from hard-driven spurs.

.....

.....

6. The boy struggled to his feet, with his musket as a crutch, and his wound was forgotten.

.....

.....

Making Outlines

A good way to remember a selection that you have read is to make an outline of it. The outline may have as its main headings the names of the main parts of the story. Under each of these main headings should be listed the important things that happened in that part.

Read carefully the selection "The Boy Who Saved a Regiment" and see how the main headings in

the outline below fit the main parts of the story.

Notice also how the subheads under the first main head show the main events that happened in the first part of the story.

Then under the second main head, write subheads to show what happened in the second part of the story. Number your subheads (a), (b), (c), and so on.

Outline for "The Boy Who Saved a Regiment"

1. Who Gets the Powder Horns

- (a) Why the men argued over the butcher's powder horns
- (b) Suggestions which the men made for dividing the horns
- (c) The part that Jabez played in the matter
- (d) How Washington settled the argument
- (e) How Jabez got his horn

2. Jabez Becomes a Hero

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Another Helpful Guide

Another guide often found in school books is the *index*. The *index* is arranged according to the alphabet. If you want to find something about Washington in your American history book, you look under the W's. In the *index* you are told where to turn in the

book to find certain information about a person, a place, or a happening. The *index* is always in the back of a book.

To practice using an *index*, look up the following in the *index* of a geography or an American history.

1. Without using the index of your history book look for information about George Washington, Abraham Lincoln, Robert E. Lee, Theodore Roosevelt, and Woodrow Wilson. Do you have any trouble finding this

information quickly?

2. On what pages does your history index show you you will find information about the men named above?

.....

3. Arrange the names in exercise one in order of their appearance in the index.

.....

.....

.....

4. How many page references in your geography index are there for each of the following?

Alabama Texas Farming Rubber

Activities Following the Poem "An Indian Lullaby."

For Better Speech

This page will give you more speech exercises. You will see that the sentences below call for different kinds of expression. You will want to use different tone,

volume, and tempo. By getting variety in your voice you make your talking more interesting to others. Practice speaking the sentences aloud.

1. "Be quiet, the baby's sleeping."
2. "Hurry, or we'll be late!"
3. "Don't you care what happens to him?"
4. "Oh, no, he doesn't care."
5. "I'm very sorry I did that."
6. "What a wonderful time we had!"
7. "Put it down here, softly."
8. "Place the ladder against the house, please."
9. "Down, Rover, down!"
10. "Oh, please, Dad, just this once!"
11. "I don't like that kind of thing, and never did."
12. "Come down from that roof immediately."
13. "Will you help me carry this basket?"
14. "Go quietly, she is sleeping now."
15. "Come on, Forest Springs, touchdown!"
16. "Put this book on the third shelf from the bottom, beside the other two just like it."
17. "Jump, it's a tiger!"
18. "Oh, no, he's not hurt badly."
19. "I will get there, even if it takes me a year."
20. "Yes, come on, we'll have a wonderful time."

Activities Following the Poem "Hiawatha's Canoe."

Help in Recognizing Words

You will recognize the main part of each word in the list below. Some of them have a syllable in front of the main part. Some have a syllable at the end of the main part. Some of the words are made

by putting two words together to form one word. On the blank lines write the two parts of each word. This will give you practice in recognizing words. Remember this method of recognizing words.

1. rushing
2. sailing
3. wrapper
4. aloud
5. behold
6. beneath
7. lowest
8. outward
9. unbroken
10. canoe
11. summit
12. downward
13. framework
14. forehead

Preparation for the Story "An Old Settler's Story."

Making Use of Pictures

Pictures help tell stories. You should be able to "read" an illustration as easily as you read the words on the page. Learn to make full use of illustrations, not only in your reading books but in art,

geography, history, arithmetic and other subjects. This page gives you practice in "reading" illustrations. First, study the illustration on page 186, then answer the questions below.

1. How can you tell that the people who traveled this way did not travel very fast?

.....
.....

2. What is the man pointing at?

3. How many people are there in the picture?

4. Is the wagon covered?

5. About how many of the trees are cut down?

6. What kind of animals are pulling the wagon?

7. How can you tell that there is someone living in the cabin?

8. How can you be sure whether or not the road is paved?

Activities Following the Story "An Old Settler's Story."

Use the Dictionary

On the blank lines below, write each word in the list to show how it is pronounced, where the accent comes, how the syllables are divided, and what the diacritical

marks are. Number 1 is an example. Remember that at the bottom of every page in the dictionary there is a key to pronunciation. Learn to use that key.

- | | |
|---------------|------------------|
| 1. autumn |ô' tŭm..... |
| 2. pioneer | ..... |
| 3. journey | ..... |
| 4. wilderness | ..... |
| 5. narrow | ..... |
| 6. aware | ..... |
| 7. anxious | ..... |
| 8. proceed | ..... |
| 9. direction | ..... |
| 10. hungry | ..... |
| 11. lucky | ..... |
| 12. unknown | ..... |
| 13. search | ..... |
| 14. wigwams | ..... |
| 15. empty | ..... |

Preparation for the Story "Jack Jouett's Ride."

Where to Find More Facts

In doing the exercises on this page you will get more practice in finding other facts about Indians and history. You will find these

facts in encyclopedias and dictionaries, and in your history or geography books. Find information on the following subjects.

1. Indian reservations

.....

.....

.....

2. Washington at Valley Forge

.....

.....

.....

.....

3. Pioneer days in the west

.....

.....

.....

.....

.....

Activities Following the Story "Jack Jouett's Ride."

Putting Facts in Order

The list below contains happenings from the story "Jack Jouett's Ride." But the happenings are not in the right order. Write on the blank lines the numbers that will show the order in which these hap-

penings come in the story. Number 6, for example, should be on the first line. This will help you see the importance of organizing material so that one fact or happening leads to another.

1. Jack starts his ride 6
2. He sees Mr. Jefferson
3. The judge began the story
4. Jack died in 1805
5. Jack was given a sword
6. The children ran to the judge
7. Jack captured a dragoon
8. Jack recognized Tarleton
9. Jack rushed to the stable for his horse
10. Jack shouted, "The British are coming."
11. Jack helped a general escape
12. Jack put on the dragoon's uniform
13. Tarleton began his raid
14. Jack refused Jefferson's invitation

Review Activities Following the Section “History—Indians and Heroes.”

On this page and the next two pages is a review of the part of your book called *History—Indians and Heroes*. It will be fun to find out how much you remember.

1. Draw a line under each sentence below that is true. There are five of them.

Daniel Boone warned Mr. Jefferson of danger.

Jabez Rockwell was given a horn.

Jack Jouett married Pocahontas.

Captain John Smith fought the British.

Lafayette was at Valley Forge.

The old settlers traveled by train.

Red Fox became the Indian chief.

A lullaby should be read softly.

All the Indians lived on the plains.

Pioneers found much of their food in the streams and forests.

Pocahontas helped the white men.

2. Complete each of the sentences below.

Boone and his men were getting

Hiawatha took bark from the

The “Pioneer Songs” are called “In the,”

“In the,” and “In the”

(Continue on page 72)

Jack took his ride at the time of the

..... War.

Pocahontas married

3. Which character do you like best in this part of your book?

.....

Why?

.....

.....

4. Which character do you think did the most good?

.....

Why do you think so?

.....

.....

5. What action do you think was most exciting?

.....

.....

.....

.....

(Continue on page 73)

6. What story did you find most interesting all the way through?

.....

7. Which poem did you like best?

Why?

.....

8. What did you learn about the dictionary, and reference books, in this part of your book?

.....

.....

9. In what ways did you enjoy the poems in this part?

.....

.....

.....

10. What do you think about the times in which these people lived?

.....

.....

.....

.....

.....

Do You Read Fast Enough?

Do you read and work without wasting time? Your teacher will tell you if your speed is less than it could be. She will help you

bring it up, if she thinks you can be a faster reader. Begin reading when your teacher tells you to. Then do the exercises below.

A Strange Race

The wind raced along through the trees. The top branches bent down, their leaves blown nearly off. The night was dark, and black clouds were racing with the wind. Then the rain came in big drops, splashing through the trees and on the road which ran between them. The wind grew stronger, and blew the raindrops along in its stormy path.

It looked as though all nature were in a race—with clouds, and trees, and rain, and wind in the

contest. But though the trees bent, they stood still. And though the rain was blown, it soon fell. And though the clouds moved fast at first, they soon drifted. And though the wind was very fierce there, it slowed down and stopped just a few miles away. But the road that was running along all this time kept on and on, far beyond the wind, the rain, the clouds, and the trees, and won this very unusual race of nature.

1. Draw a line through the word that shows the winner of this strange race.

wind rain clouds road trees

2. What was unusual about this race?

.....

.....

.....

3. Why did the wind lose the race?

.....

.....

Preparation for the Story "The Good Little Cranes Who Were Bad."

Using the Alphabet

Below is a list of words. To get practice in using the alphabet, write these words in alphabetical order on the first blank lines. On the second blank line write a synonym for each of the words in the first column. Number one is an example. This exercise will help build your vocabulary and will help you know your dictionary better.

1. people	afraid	fearful
2. couple		
3. afraid		
4. excited		
5. sorry		
6. faint		
7. hurting		
8. handsome		
9. careless		
10. stiffly		
11. tired		
12. mistake		
13. screamed		
14. lifted		
15. wonderful		

Activities Following the Selection
"The Good Little Cranes Who Were Bad."

Finding Information in Stories

Do you see, after reading about the cranes, how it is possible to read a story and find information	|	in it? To prove that you have found information, do these main thought exercises.
---	--	---

1. What is the main thought of the part called "A Home of Their Own"?

.....

.....

.....

2. What is the main thought of the part called "The Crane Babies
Grow Up"?

.....

.....

.....

3. What is the main thought of the whole story?

.....

.....

.....

.....

.....

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.....

Your Own Experience Helps

Since everyone has had some experience with nature, you will find in this part of your book many questions and exercises based on

your experience. There are some below. They will help you see how useful experience can be in helping you understand what you read.

1. What reasons can you name for birds not building nests on the ground?

.....
.....
.....
.....

2. Tell about the most interesting birds you have ever seen.

.....
.....
.....

3. Tell about some time you thought it would be fun to be bad, but found it was not.

.....
.....
.....
.....
.....

Building Your Vocabulary

Remember to keep up your interest in words, and to learn new ones. Below is a list of words. Can you tell their meaning without using the dictionary? The figure after each word tells on what page

and in what line it appears in your reader. Find how the word is used in a sentence, and often you can see its meaning. Write a word that means nearly the same thing on the line opposite each word.

1. couple (218-1)
2. exclaimed (218-11)
3. decidedly (218-17)
4. tiresome (219-11)
5. poked (219-19)
6. tuft (219-22)
7. hatch (219-23)
8. homely (220-3)
9. beak (220-21)
10. pinfeathers (222-2)
11. saucy (222-20)
12. hoarsely (222-24)
13. stately (222-26)
14. contradict (223-9)
15. knowing (225-19)

Using New Words

Words are of no real use to you until you understand them so well that you can use them yourself. In order to make

sure that you know the words in the list on page 78, write any eight of them in a sentence of your own.

1.

2.

3.

4.

5.

6.

7.

8.

Activities Following the Selection "The Owl That Listened."

Using the Dictionary

Find in the dictionary each word in the second list on page 75. Write on the first column below, each of these words as the dictionary marks it. Then on each line in the second column below

write a word that has an opposite meaning to the word in the list. Number one is an example. This exercise helps build your vocabulary and helps you know your dictionary better.

- | | | |
|-----|-----------------------|-------------------|
| 1. | fēr' fōol | brave |
| 2. | ..... | ..... |
| 3. | ..... | ..... |
| 4. | ..... | ..... |
| 5. | ..... | ..... |
| 6. | ..... | ..... |
| 7. | ..... | ..... |
| 8. | ..... | ..... |
| 9. | ..... | ..... |
| 10. | ..... | ..... |
| 11. | ..... | ..... |
| 12. | ..... | ..... |
| 13. | ..... | ..... |
| 14. | ..... | ..... |
| 15. | ..... | ..... |

Activities Following the Story "Old Trip."

Remember Important Details

The exercises on this page will give you practice in choosing right answers. Read each part

sentence, then draw a line under the word or group of words that makes each sentence correct.

1. Trip was the companion of the author's
father. uncle. boyhood.
2. Trip was an animal with
personality. an ugly temper. black hair.
3. When Trip was young he was
always tired. very lively. sleepy.
4. When Trip had stolen rubbers the boy had to
take them back. sell them. throw them away.
5. The writer lived
in a big city. in a small town. on a farm.
6. Indians came to the town in
wagons. automobiles. trains.
7. Indian wagons squeaked because there was no grease
on the wheels. on the axles. on the springs.
8. Father didn't find any weeds in the garden because
there weren't any. he didn't look closely.
9. Trip liked excitement more than he liked
biscuits. meat. a good reputation.
10. The boy grew up and left for
a trip to Europe. the university. a big city.
11. Old Trip went on his last hunting trip because
the boys wanted him to. he wanted to.

Activities Following the Story "Exmoor Star."

Making an Outline

Rearrange these five topics and use them as main headings in an outline of "Exmoor Star." *My life as a circus pony, How Mr. Brice broke me in, My life at Exmoor, How I rescued twelve men, My training as a polo pony.*

Two of these main topics should have subheadings to help you remember important facts about them. Here are six topics for sub-

headings. Decide which main headings to put them under and in what order they belong: *How my mother trained me, My adventures at Exmoor, My performances with Queen Fifine, My early circus training, Mr. Jinniver buys me, My father tells me of his life in Arabia.*

Number the main headings 1, 2, and so on. Number the subheadings (a), (b), and so on.

Finding Information in a Story

Answer the questions below to see how much real information you have found in "Exmoor Star." Remember that

often a story that seems to be all story has many bits of real information, just as this one has.

1. What are some of the facts you learned about horses?

.....

.....

.....

.....

.....

2. What did you learn about the circus?

.....

.....

.....

.....

.....

3. What did you learn about polo?

.....

.....

.....

Your Experience Helps

This page will give you more practice in using your experience in answering questions about your

reading. Perhaps you cannot answer each question, but probably you can answer two of them.

1. What do you know about geography that helped you understand the places named in the story?

.....
.....
.....

2. What do you know about the intelligence of horses that helped you appreciate the things Exmoor Star did?

.....
.....
.....

3. What do you know about the circus or polo that helped you understand and enjoy what was told about them?

.....
.....
.....
.....
.....

Expressing Your Feelings

On this page are exercises that will help you express your feelings, and also your opinions. They

are based on "Exmoor Star." Remember that much of your reading can give you this kind of practice.

1. What happenings in the story did you find most exciting?

.....

.....

.....

.....

2. What are some of the qualities of the horse that make you fond of him?

.....

.....

.....

3. Think about your answers to question 1. Then tell which of the happenings could have been true, and which, if any, could not have been true. Write your opinions here.

.....

.....

.....

.....

Preparation for the Selection "You'll Find Them in Australia."

Making Use of Book Guides

The exercises on this page will give you more practice in the use of a table of contents, an index, and a

glossary. Remember that these three helpers are important, and that you should know how to use them.

1. Draw a line under the words that answer the question best. In which place would you look to find the name of the author of a story whose title you knew?

table of contents index glossary

2. Explain your answer to question 1.

.....
.....

3. If you knew there was something in a geography book about Australia, but didn't know the page it started on, where would you look?

glossary index table of contents

4. Explain your answer to question 3.

.....
.....

5. If you were asked to define a word you didn't know, where would you look?

index table of contents glossary

6. Explain your answer to question 5.

.....
.....

Activities Following the Selection "You'll Find Them in Australia."

Putting Facts in Order

Below is a list of the animals and birds something is said about in "You'll Find Them in Australia." These animals and birds are not listed here in the order in which they appear in the book. Using your book, find the order in which these birds and animals were told about, and write the names in that order.

As you do this exercise, notice

that there is a reason for the order. When it is possible, a writer likes to have each paragraph lead to the next. By arranging such an order the writer shows that all that he has to say belongs together just as he has placed it. As you do this exercise see how often this writer was able to have one paragraph lead to the next. Such study helps you in composition as well as reading.

- 1. koala
- 2. emu
- 3. dingo
- 4. earthworms
- 5. bats
- 6. dogs
- 7. lyre bird
- 8. kangaroos
- 9. cassowary
- 10. sheep
- 11. lizards
- 12. turtles

Review Activities Following the Section “Nature—Birds and Animals.”

On this page and the next is a review of the part of your book called *Nature—Birds and Animals*. These pages will help you find out how much you remember about this part.

1. Draw a line under each sentence below that is true. There are five of them.

- The cranes thought their neighbors’ babies were very pretty.
- The cranes found it was harder to work for four than for two.
- The poem about cranes says that no animals are afraid of cranes.
- The wise old owl could tell how people felt, and what they were like, just by hearing their voices.
- The author said Trip was an animal with personality.
- America has the same animals that Australia has.
- The man who taught Star to carry someone on his back was very patient and gentle.
- Many of the things told about in “Exmoor Star” could really have happened.

2. Fill in the blank lines below with the right words.

- There was a story about Sand-hill
- There was a poem aboutcranes.
- was the name of Trip’s mother.
- The boy who could not have real pets had lions.
- The poem “Neighbors” describes

(Continue on page 89)

The pony was called Star.

The pony's father told of his life in

The Royal Humane Society gave Exmoor Star a

Many strange animals are found in

One very harmful animal is the

One very lovable animal is the

3. Which poem did you like best in this part?

..... Why?

.....

4. Which story did you like best?

..... Why?

.....

5. In which story did you learn most about nature of some sort?

.....

6. What animals or birds told about in this part of your book had
you known nothing about before?

.....

.....

Are You Reading Fast Enough?

Remember that if you read without wasting any time, you are reading fast enough. Perhaps you need more practice in reading skills, but the most important ability in reading fast enough is the ability to concentrate—to let

nothing interrupt you.

When the teacher tells you to, open your book to page 291. Read the page carefully, do the exercises below, then raise your hand to show the teacher that you have finished.

1. Why did Australia choose the kangaroo as its “native animal”?

.....

2. What does a baby kangaroo eat when he is “old enough to stick his head out”?.....

.....

3. What does the baby kangaroo do when he is tired or afraid?

.....

.....

4. What is the kangaroo’s nickname?

5. What is his best way of defending himself?

.....

.....

.....

.....

Preparation for the Story "The Violet."

Using the Alphabet and the Dictionary

Put the words below in alphabetical order, and mark each one as the dictionary does for pro-

nunciation. This gives you more practice in the use of the alphabet and the dictionary.

1. violet
2. shadow
3. purple
4. ripple
5. meadow
6. brook
7. lull
8. tinkle
9. saucy
10. attire
11. tackle
12. favorite
13. twilight
14. hue
15. charity
16. awaken

Activities Following the Story "The Violet."

Express Your Feelings

The part of your book called *Emotion—Sentiment and Fun* will help develop your ability to "feel" what you read. This is a very important ability because so much of everyone's reading outside of school is of this kind. When you read a story of sentiment you feel pity, or love, or admiration, or a

desire to help the people in the story, or other feelings.

The exercises on this page and the next will help you practice the ability to express the feeling you have when reading this kind of material. These exercises are based on the two next stories, "The Violet" and "The Choice."

1. What feeling do you have about nature—the woods, the brook, the birds, the violets—after reading "The Violet"?

.....
.....
.....
.....

2. What feeling do you have about the fisherman who picked the violets?

.....

3. What feeling do you have about the truth of the last four lines of the story?

.....

.....

Activities Following the Story "The Choice."

Express Your Feelings

1. What is your feeling toward Mrs. Rivers?

.....

.....

.....

.....

2. In whom did you have the most interest?

Why?

.....

.....

3. What do you think was the saddest point in the story?

.....

Which was the happiest?

.....

.....

4. What did the rich children do that made you like them?

.....

.....

.....

Finding Words in Words

Write on the blank lines all the smaller words you find in the list of words below. Number one is an example. This exercise helps

you learn to recognize words. It is not always possible to find two or more small words in each larger one, but there is at least one.

- | | | | | | |
|-------------------|-------|------|-------|------|-------|
| 1. helplessness | ..... | help | ..... | less | ..... |
| 2. doubtfully | ..... |  |  |  |  |
| 3. without | ..... |  |  |  |  |
| 4. hours | ..... |  |  |  |  |
| 5. stupidity | ..... |  |  |  |  |
| 6. forgotten | ..... |  |  |  |  |
| 7. bystanders | ..... |  |  |  |  |
| 8. hearing | ..... |  |  |  |  |
| 9. whereupon | ..... |  |  |  |  |
| 10. manage | ..... |  |  |  |  |
| 11. comfortable | ..... |  |  |  |  |
| 12. gleefully | ..... |  |  |  |  |
| 13. notice | ..... |  |  |  |  |
| 14. extraordinary | ..... |  |  |  |  |
| 15. cargo | ..... |  |  |  |  |
| 16. evening | ..... |  |  |  |  |
| 17. entire | ..... |  |  |  |  |

Review Activities Following the Section “Emotion—Sentiment and Fun.”

The exercises on this page and the next will help you review the selections read in this part of your book. Notice what a large part your experience plays in helping you understand what you read.

1. Tell of some time when you have seen wild flowers in the woods.

.....

.....

.....

2. Tell of some animal that you are or were very fond of.

.....

.....

.....

3. Have you ever given up something you wanted, to help someone else?

4. Do you have an allowance? In what ways do you or would you make good use of it?

.....

.....

.....

(Continue on page 96)

5. Why were the eyes of the children outside the show
longing?

Have you ever felt that way when outside a shop window?

6. Which of the speech troubles told about in "A Day with Dr. Good
Speech" do you or others you know have?
.....
.....

7. What experience have you had with snow so heavy that it causes
trouble?
.....
.....
.....

8. What experience have you had or heard about in camping?
.....
.....
.....
.....
.....

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